2003-2004 BTSA State Survey: Alignment with the 2042 Induction Standards

Standard 1: Sponsorship, Administration, and Leadership	PT	SP	SA	Staff
Clarity of allocation of authority				3a
Clarity of roles & responsibilities of sponsors				3b
Clarity of roles & responsibilities of program staff				3c

Standard 2: Resources	PT	SP	SA	Staff
Adequacy of BTSA program resources			8a,b	
Adequacy of fiscal resources			8a,b	4a
Adequacy of facilities			8a,b	4c
Adequacy of personnel			8a,b	4b

Standard 3: Professional Development Providers		PT	SP	SA	Staff
Knowledge and skills of professional development providers (trainers) in:	Participating teacher development		4a		
	CSTP		4b		
	Formative assessment process		4c		
	student content standards		4d		
	interpersonal communication skills		4e		

Standard 4: Evaluation	PT	SP	SA	Staff
Familiar with evaluation data		16a	13a	8a
Satisfied with use of evaluation data to guide program design		16b	13b	8b

Standard 5: Articulation with Professional Teacher Preparation Programs	PT	SP	SA	Staff
Degree which BTSA activities build upon teacher preparation knowledge and skills (See Standard 7)	15			
Coordination of BTSA with teacher preparation programs (See Standard 7)		15d		6a
Coordination with human resources departments				6b

Standard 6: Advice and Assistance	PT	SP	SA	Staff
Clarity of requirements for BTSA participation	14a	3g,15c		
Clarity of requirements for clear credential	8m			

Standard 7: Coordination and Communication	PT	SP	SA	Staff
Degree to which BTSA activities build upon teacher preparation knowledge and skills (see Standards 5 and 10)	15			
Coordination with curriculum and instruction				6c
Coordination with school and district priorities				6d,e
Coordination with teacher preparation programs		15d		6a
Connection between areas for growth and professional development	12b	13b		
Connection between BTSA activities and ongoing professional development	16			

Standard 8: Support Provider Selection and Assignment		PT	SP	SA	Staff
Clarity of knowledge and skills of support providers in	Roles & responsibilities of support providers		15b		3f
	Clarity of understanding of support provider selection process				3g
	Participating teacher development				7a
	Student content standards/curriculum frameworks (see Standard 10)				7b
	California Standards for the Teaching Profession (CSTP)				7c
	Understanding student population taught by beginning teachers	5c			
Support provider assignment & experience		4c,4d	1b,c		
Structure of support provider and participating teacher work		4a, b			
Match between participating teacher and support provider		5a, b, d			
Support provider likely to serve as SP again			19a,b		
Time from participating teacher teaching to begin working with support provider		Q3 – Q2			

Standard 9: Support Provider Professional Development		PT	SP	SA	Staff
Useful-ness of support provider training to:	Respond to diverse needs of PTs		3b		
	Engage in reflective conversation with participating teachers		3e		
	Assist participating teacher to understand local context		3a		
	Use evidence from formative assessments		3d		
	Use assessment evidence to develop IIPs		3f		
	Use formative assessment instruments		3c		
Usefulness of formative feedback on SP work			5		
Opportunity to meet with other support providers			6		
Extent to which support providers are prepared to work with participating teachers				10	
Support provider improve teaching practice as a result				11	
Clarity of understanding of support provider professional development needs					3h

Standard 10: Program Design		PT	SP	SA	Staff
Clarity of rationale, goals, design of program			15a	6a	3d
Coordination of BTSA professional development	With other professional development			7	
	Curriculum & instruction departments				6c
	District priorities		11		6d
	School priorities		11		6e
PT support for and improved skills/SP knowledge/ skills in:	Student content standards/curriculum frameworks (see Standard 15)	8b		12a	7b
	Analyzing student work/assessing student learning (see Standard 15)	8d		12e	7g
	Using computer technology (see Standard16)	8g		12d	7f
	Supporting equity, diversity, and access to core curriculum (See Standard 17)	8h		12g	7i
Degree to which BTSA activities	Build upon teacher preparation knowledge and skills (see Standards 5 & 7)	15			
	Lay foundation for future professional growth				
Satisfied with implementation of program design					5

Standard 11: Roles and Responsibilities of K-12 Schools		PT	SP	SA	Staff
Has attended BTSA training				3	
Ways to learn about BTSA				4	
Site Administrators' understanding of	Program rationale, goals & design			6a	
	Role of support providers			6b	
	Formative assessment process (see Standard 13)			6c	
	Knowledge and skills addressed by formative assessment			6d	
	Individual Induction Plan			6e	
	Purpose and importance of BTSA events			6f	
	Role of BTSA in credentialing process			6g	
Challenging assignment		9a	10a	5a	
Support for challenging assignments		9b	10b	5b, c	
Help/adequacy of support for challenging assignment		9c		5d	
Clarity of the role of site administrator					3e
School site orientation		1a, b, c			
Extent to which BTSA supports professional culture in school				9	

Standard 12: Professional Development Based on an Individual Induction Plan	PT	SP	SA	Staff
Timeliness of support from workshops, seminars, or courses	7c			
Frequency of communication between participating teacher and support provider	4a, b	7a,b		
Timeliness of support from support provider	7a	9		
Adequacy of time to meet with PT/SP	6	8		
Ratio of support provider to participating teachers			1a, b, c 2a,b	
Connection between formative assessment and IIP	12a	13b		
Connection between areas for growth on IIP and professional development activities	12b	13c		
Foundation for ongoing future professional growth	16			
Connection between IIP and PT/SP work		13 a		
Clarity of Individualized Induction Plan (IIP)	14c			3k
Work with other teachers/specialists timely in meeting needs	7b			

Standard 13: Formative Assessment Systems		PT	SP	SA	Staff
How often and how helpful activities were:	Observation of PT teaching	10a	12a		
	Analysis of student work	10c	12c		
	Support for collecting other evidence of teaching	10b	12b		
	In-depth investigation of teaching	10e	12d		
	Examining teaching against criteria	10g	12f		
	Reflecting on teaching	10f	12e		
	Observation of veteran teaching	10d			
Strength of connection between areas for growth and evidence of teaching practice		12a	13b		
Formative Assess-ment System is	fair in representing participating teacher's skills & abilities		17a		
	effective in supporting participating teacher's professional development		17b		
Formative assessment process (see Standard 11)		14b		6c,d	3i,3j
(for CFASST programs **ONLY**) Which CFASST event was last completed		11b			
Improve knowledge and skills in CSTP		8c			

Standard 14: Completion of the Professional Teacher Induction Program	PT	SP	SA	Staff
Role of BTSA in credentialing process	8m	3g	6g	

Standard 15: K-12 Core Academic Content and Subject Specific Pedagogy		PT	SP	SA	Staff
Extent to which BTSA helped participating teachers	Improve teaching knowledge and skills	17a	18a		
	Meet students' differing needs (see Standard 18)	17d	18d		
	Improve ability to use standards-based instruction	17b	18b		
	Improve ability to use assessment	17c	18c		
Participating teacher support for and improve skills in:	Analyzing student work/assessing student learning (see Standard 10)	8d		12e	7g
	Knowledge/skills in working with families	8h		12h	7j
	Subject matter pedagogy	8i		12i	
	Student content standards /curriculum frameworks (see Standard 10)	8b, 8j, 8k		12a	
	Performance levels for students	8l, 17e			
Support in classroom management		8a			
Work with other teachers or specialists		7b			

Standard 16: Using Technology to Support Student Learning	PT	SP	SA	Staff
Participating teacher satisfied with support in using computer technology (see Standard 10)	8g		12d	
Support provider knowledge of and skills in using computer technology to support student learning				3f
Help participating teacher improve use of technology	17f			

Standard 17: Supporting Equity, Diversity and Access to the Core Curriculum	PT	SP	SA	Staff
Participating teacher satisfied with support in equity, diversity and access to core curriculum (see Standard 10)	8h		12g	
Support provider knowledge and skills in supporting equity, diversity, and access to the core curriculum in the classroom				7i
Help participating teacher address equity and diversity	17i			

Standard 18: Creating a Supportive and Healthy Environment for Student Learning	PT	SP	SA	Staff
Extent to which BTSA helped participating teachers meet students' differing needs (see Standard 15)	17d	18d		
Extent to which BTSA helped participating teacher create a supportive and healthy environment for student learning	17h			
Working with families of students	8i		12h	7j
PT satisfied with support in creating a supportive and healthy environment for student learning		8		
Support Provider knowledge and skills in creating a healthy & supportive environment for student learning			12f	7h

Standard 19: Teaching English Learners	PT	SP	SA	Staff
Participating teachers support for and improved skills in teaching English Language Learners	8e		12b	
Extent to which BTSA helps participating teachers teach English Learners	17g			
Support providers knowledge of and skills in teaching English Language learners				7d

Standard 20: Teaching Special Populations	PT	SP	SA	Staff
Working with families of students	8i		12h	7j
Participating teachers support for and improved skills in teaching special populations	8f		12c	
Support provider knowledge of and skills in teaching special populations				7e

Additional Information on the 2002-2003 BTSA Statewide Survey

Participant Satisfaction	PT	SP	SA	Staff
PT satisfaction: teaching in current district	18a			
PT satisfaction: teaching at current site	18b			
PT satisfaction: current teaching assignment	18c			
In five years, PT: likely to be in teaching profession	19a			
In five years, PT: likely to teach in same district	19b			
In five years, PT: likely to teach in same school	19c			
Connection between formative assessment and formal evaluation	13	14a, b		
Why participated in BTSA	20			
Years of experience of support provider	4d			
Number of PTs, release time		1a,b,c		
Work with other LTT programs or other duties		2a,b,c		
Years experience as site administrator			1a,b,c	
Years of experience as staff in BTSA				1
Understand difference between BTSA and Induction				9a
How involved in BTSA transition plan				9b
How involved in writing to SB 2042				9c
How much of Induction Program was implemented				9d